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Department of Education

INTRODUCTION TO CHILD STUDY

A Teacher's Manual

Eleanor R. Long
Mary L. Northway

Issued by Authority of The Minister of Education

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FOREWORD

It is the purpose of the Course in Child Study:

(1) To encourage older girls to become interested in children as people.

(2) To give them a general and organized picture of the growing child and make them familiar with the basic principles of child development.

(3) To help them realize the need for scientific child study as a basis for developing sound procedures of child care.

(4) To show them the significance of child education as an influence toward worthy national life.

(5) To help them to a better understanding of themselves and others through the psychological insights gained in child study.

(6) To give them a more realistic attitude with respect to their future rôles of wives and mothers.

With the limited time set aside for this course and the vast amount of material available in the field, only a very general account of child development is attempted here. The course is planned for thirty periods, leaving in the year three or four periods to be distributed as the teacher desires. The schedule of periods stipulated for the respective topics need not be followed meticulously, but the teacher is advised to follow the general outline with reasonable fidelity if she hopes to achieve the aims of the course.

It is recommended in conducting the course that the students' own interests, observations, and knowledge of children shall serve as the starting point, from which they will be led to the basic principles evolved through scientific study. The discussion rather than the lecture method should be employed. As far as possible the outside work of the students has been directed toward observation and work with children rather than toward textbook materials. It is hoped, through this, that they will become acquainted with the lively, human, unpredictable youngster rather than with the statistical, theoretical child so often found in the textbook.

The students, however, will need some literature, and when funds are available a small library should be built up. Where this is impossible, three or four reference books will have to serve. If the classes are large, more than one copy of each may be needed.

This manual makes no pretence of being a scientific source book: it merely indicates the direction which the course should take. The instructor will need to go to the textbook references for most of her basic information.

The activities and discussion topics listed in the manual are in no sense prescribed. It would be impossible, in most instances, to cover them all adequately in the time provided. They are meant to serve as ready aids to the teacher and as suggestions of the sort of thing that might be discussed

or done. The teacher and students will select those which most interest them. It is not necessary that all students work on the same activities; in fact, it will usually be preferable to have them work on different projects, reporting their findings to the class.

Before beginning the work on any chapter the teacher should familiarize herself with the activities and discussion topics listed in that chapter, and with such references as appear to be essential for her own understanding. By doing this she will be in a position to see that the activities and discussions are introduced at the most appropriate times, and she will know which, if any, of the references she wishes the students also to read.

The course should be warm, alive, and human rather than formal and academic. It should be conducted in such a manner as will strengthen the bonds of sympathy and understanding between the teacher and her pupils. It should be taught only by a teacher who is genuinely interested in babies and young children and who shares the conviction of Winifred Holtby that "it is in the education of children rather than in the councils of statesmen that the future of the world will be determined for good or for evil."

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I. UNDERSTANDING CHILDREN

(2 Periods)

Children are sometimes amusing, sometimes exasperating, but usually interesting and always important. Indeed, in one respect they are more important than their elders, because the lives of their elders are already half spent, their contributions to the world already halfway toward completion; whereas children stand at the threshold of the future, a whole lifetime of service before them. Because this is so, and because the nature of their growth during the plastic period of childhood will influence very strongly the nature of the lives they will lead and the nature of the service they will render, it is essential that their growth be carefully guided. In the education of the children of the world lies our chief hope of creating the "good society."

We all know something about children, for we all have been children, and none of us has entirely forgotten his childhood. Many of us have had experience in looking after younger brothers and sisters, or the children of relatives or neighbours. The children of the neighbourhood are one of the more conspicuous elements of our environment: we watch them in their play; sometimes we help to settle their difficulties; sometimes we comfort them in their distress; often we are disturbed by the noise they create. We all have opinions on how children in general should be brought up and how certain children in particular should be treated.

In spite of this general familiarity, our specific knowledge of children is usually rather vague. An adult may be able to recall a few outstanding incidents in his life at the age of six, but if he attempts to conjure up a picture of his life as a whole at that early age he will have at best but a hazy outline which will tend to disappear altogether as the years advance. For his life as a two-year-old he has to depend almost wholly on highly coloured and distorted family anecdotes. We are acquainted with the children of the neighbourhood as a group, but unless we have had specific experience with them our knowledge of what to expect of the one-year-old, the three-year-old or the five-year-old child will be very inadequate. We may examine the opinions of our neighbours concerning the rearing of children, but these opinions will be so varied that often they will lead to confusion as readily as to knowledge.

Experience in dealing with children is essential in order to gain an understanding of them. Book learning alone will no more bring about an adequate understanding of children than a manual on swimming will, of itself, make an expert swimmer. The young father, in preparing for the duties of fatherhood, may have studied dutifully the most scientific work on child care, but the first time he holds his first-born in his arms he may be terror-stricken lest the tiny mite fall to pieces. The fifteen-year-old boy may have seen many babies handled, but if he is given one to hold he blushes and squirms in obvious distress. Even the fifteen-year-old girl may not feel too competent. But a girl who wishes to understand children can gain valuable experience through helping in a nursery school, minding the neighbours' children, working in a

settlement, refereeing neighbourhood games, supervising groups in the Brownies, or teaching a Sunday school class.

If we are to understand children we must realize that no two are alike. There is no such thing as the "average child." Each one is unique: he has no duplicate anywhere; he never has been before nor ever will be again. We tend to make the mistake of thinking in terms of fixed rules: "All infants should be fed every four hours"; "All two-year-olds must have twelve hours' sleep daily"; "All children can learn to read by the age of six." Few, if any, of such rules have universal application. They serve but as very rough guides. Because children are different, we cannot expect any two of them to act in exactly the same way, nor any situation to have exactly the same meaning for them. Walking to school alone may be thrilling to Johnny and frightening to George; playing alone may be fun to Mary and a bore to Jane. To meet new people may be exciting to Betty but an experience which Frank seeks to escape.

If we are to understand children we must realize that the child's world is very different from that of the adult. The loss of a pocket-knife, the preparations for a picnic, the embarrassment from singing in Sunday school after everyone else had stopped, the sheer joy of running and jumping or of watching the frogs in the pond have an importance to the child as real to him as any experiences of life for the adult. To understand him we must try to discover not merely what he does, but what significance his activities and experiences hold for him.

The experiences of childhood—joy, sorrow, achievement, failure—are important not only to the child at the moment, but they play a paramount rôle in determining the nature of the subsequent development of his personality. Every period of life is important, but, because of the plasticity of childhood, experiences in early years are an unusually strong influence in moulding the basic pattern of his personality into a form which later experiences may modify but never wholly destroy.

As a complement to the knowledge of children gained at first hand through acquaintance with them, it is necessary to be familiar with existing scientific knowledge on child development. An ever increasing number of pediatricians, psychologists, and educationists are devoting their time to a study of the child, and their findings are available in books, pamphlets, and magazines. There are few areas in which a greater number of conflicting opinions and practices exist than in that of child care. But scientific study, consisting of careful observation of children in many situations, takes our knowledge out of the realm of opinion and places it in the realm of fact. Our library shelves are becoming crowded with authoritative literature on child study, and students should have at least an elementary acquaintance with this literature.

Activities

(1) During the next few days observe various children and guess their ages. How do your guesses differ from those of your friends?

(2) Write a description of a child you know. How old is he? What sort of child is he? What does he like to do? How does he get on with other people—parents, sisters, brothers, friends? Is he calm and placid, or easily excited? What does he play with? To what extent can he look after himself?

(3) Observe a child for fifteen minutes. Report as carefully as possible what you see him do, whom he is with, and how his activities change.

Discussions

(1) What are some of the differences we see amongst children?

(2) What experiences do you remember as being very important (thrilling, sorrowful, embarrassing) to you as a child? What things did you like doing when you were four years old? Eight years old? What are the earliest experiences you remember?

(3) Describe some activity in which you have been engaged with children (Sunday school, camp, settlement work, etc.). What characteristics or incidents did you observe which you think are important?

(4) What can a baby six weeks old do?

(5) Describe a day in the life of a two-year-old, a four-year-old, and a six-year-old child.

(6) What do you consider the most important factors in bringing up a child?

(7) "It is in the education of children rather than in the councils of statesmen that the future of the world will be determined for good or for evil."

Give reasons why you agree or disagree with this statement.

References

Reynolds, Chapter I.

Aldrich, Chapter I.

Meek, Chapter II.

Leonard, Miles and Van der Kar, Introduction.

II. THE NATURE OF DEVELOPMENT

(5 Periods)

As we study the new-born child it seems incredible that anything so helpless could have a rich and rapid development; yet with proper care he will be learning to walk in a year, will be talking rather freely by the time he is three, and learning to read and write by the time he is six or seven. Quite helpless now, wholly dependent on others today, he may nevertheless become a national figure. So common is this process of growth that we lose sight of the fact that it is one of the world's miracles.

Heredity and Environment

Development has many aspects. Children grow physically: they change in size and in physiological functioning. In this course, however, we are not concerned so much with physical growth as with mental and psychological development. We are concerned primarily with the development of the child as a person, with those aspects of growth which are significant in determining his educational and emotional adjustments and his varied human relationships. The nature of this development in any child will be influenced by the complementary forces of heredity and environment. The child is endowed by heredity with a capacity for development, with potentialities in terms of a physical constitution, mental ability and temperamental tendencies, but the manner in which these potentialities will be realized depends on environmental influences. An infant may be naturally bright, but it is through his environment that this intelligence matures to the full and in the proper direction. Environment is the hope of education. Once the child is given to us we can do nothing about his heredity; that has already been determined. It is only by controlling his environment that we can influence his future.

It should be emphasized that except for identical twins heredity is never the same for any two people. Two sisters will tend toward similarity because of their common parentage, yet occasionally they are so unlike as to make it difficult for us to realize that they are at all related. Every parent appreciates the wide differences in his own children.

The child will develop the forms of thought and behaviour which characterize his own cultural group. To see the importance of cultural influences let us consider two specific cultural groups and their attitudes toward children. Among the Arapesh of New Guinea, babies are welcomed. The father shares with the mother the task of caring for the child and assists in the magic rites considered necessary to his well-being. The child is nursed until he is three or four, weaning taking place gradually and gently. Never far from someone's arms, the child lives in a world of affection. Whenever he becomes frightened he is reassured and soothed. His development is not forced through neglect. Thus he acquires a sense of emotional security in the care of others rather than through his own control over the environment, and he thinks of people as kind and friendly, eager to make him happy. Among the Mundugumors of New Guinea, on the other hand, the child is not welcomed. Both parents resent him. The baby is grudgingly nursed for the shortest possible period and he receives little affection; he is hedged about with many prohibitions and

is punished for any infraction of rules. Older boys continually mistreat and bully younger children. Both boys and girls are violent, aggressive, and jealous. Quarrelling and fighting are a part of everyday life.

Adults of these two tribes tend to reflect, in their personalities, their treatment as infants. Of course cultural influences, while they operate in the direction of making a people homogeneous in character, nevertheless leave scope for wide variation. Thus people of the Arapesh tribe will vary among themselves as widely as will people reared in the culture of Ontario. It can be said, though, that as a rule an Arapesh tends to be affectionate, sociable, and co-operative, while a Mundugumor tends to be unco-operative, quarrelsome and aggressive.

Learning

Children are born with certain basic needs and with capacities which assist in their satisfaction. The new-born infant, for example, has a basic need for food, and although he cannot secure the food for himself he is born with a capacity to swallow and digest the food that is presented.

Whenever the child's need is not satisfied he resorts to a variety of activities such as crying, screaming, threshing his arms and legs about. At first these are probably just random activities undirected by any process of reasoning. A day-old child does not reason to himself: "If I cry they will come and walk the floor with me." If, however, we pick him up and fondle him every time he cries, he will soon learn that crying is a means of getting this attention, and he will indulge in it freely with no consideration for the convenience of his parents. Since we do not wish him to acquire this pattern of behaviour, we investigate each time the cause of his crying. If it suggests a genuine need, we see that the need is satisfied, but we do not pamper him by walking the floor with him just to satisfy his unreasoned whims. When he is older we shall expect him to learn to sit quietly and pleasantly for his meals. We shall see that his hunger is satisfied when he observes these conditions, and not when he kicks and screams and throws his food about.

The child's basic needs which form the background for learning are bodily comfort (food, elimination, warmth, sleep, movement), affection and attention from people, and an opportunity to progress in experience and activity. From the many random and unreasoned things the baby does, he finds that some lead to satisfaction, and he retains and learns these satisfied activities rather than those which produce no effect or lead to annoyance. At seven or eight when he desires to learn to skate he tries out the movements which seem to him to give the greatest promise of success. He uses some of the movements employed in walking, an activity in which he has already become highly skilled. Along with these he uses many others which are incorrect and which cause many a fall. From them all he selects those activities which appear to work best, and gradually he learns to glide quickly and surely over the ice.

The social group to which the child belongs is continually impelling him to learn those things which are held by the group to be desirable—to speak in a certain manner, to play with other children, to read and write, to become skilled in the use of numbers, to look after himself without help. The child

will learn these things best when they satisfy his own needs and interests. If he finds that playing with other children leads to enjoyment he will soon learn to play; if, however, he finds that other children take his toys, tease and bully him, he will tend to withdraw and play alone.

Certain characteristics of learning should be kept in mind. Learning refers to the child's reorganization of his activities so that they best satisfy his needs: it is a very inclusive process covering everything from learning to sit erect to learning a friendly attitude toward other people. He is born rich in potentialities but poor in accomplishments. Practically every attitude or skill to be acquired must be learned. Learning goes on throughout life, each advance preparing the way for future learning and presenting an opportunity to redirect past learning. But perhaps the most significant thing of all to remember is this: children are born neither good nor bad, neither friendly nor hostile, neither selfish nor altruistic, but learn to be these things. Therefore we may believe that through our understanding of children and the proper guidance of their learning we can help them to develop into happy, efficient, co-operative, and friendly people, capable of contributing to the society of which they form a part.

Activities

(1) Observe two or more children of approximately the same age. What differences did you notice among them? How do you account for these differences?

(2) Write a brief outline on what you consider to be the important factors in the culture of a Canadian child in your neighbourhood.

Discussion

(1) What influence has heredity or environment in determining each of the following: height, religion, intelligence, eye colour, posture, friendliness, morals, table manners, language? In general, which is the more important, heredity or environment?

(3) What sort of things do we wish children to learn? What do we wish them not to learn?

(4) Compare the cultural environment of a child brought up on a farm far away from any town with that of a child brought up in a large city. What are the advantages of the farm? What are the advantages of the city?

(5) It has been said that radio, movies and newspapers serve to level out cultural differences. What is your opinion of this?

(6) What are some of the more important things we learn out of school?

(7) What arrangement would you make to help a two-year-old child learn to eat at table? A four-year-old child learn to be friendly? A five-year-old child learn to read? An older child learn to swim?

References

Reynolds, Chapter II.

Aldrich, Chapters III and IV.

Griffin, Laycock and Line, Chapter II.

Jersild, Chapter II.

Leonard, Miles and Van der Kar, Part I, Divisions II, IV.

III. THE CHILD AS A GROWING PERSON

(11 Periods)

Children are people and should be treated with respect and consideration. They are not toys created for the pleasure of adults, but living people with rights as worthy of respect as the rights of their elders. Nor are they adults in miniature: they have feelings, interests and social relations appropriate to their levels of development.

Satisfaction in life involves living co-operatively and with enjoyment in a social world, experiencing satisfaction through progressive achievement, and meeting life's situations with adaptability and courage. The child as he matures has much to learn. At first he is completely dependent on others, protected on all sides: ultimately he must make his own decisions and not only be responsible for himself and his own needs, but be able and willing to play his part co-operatively in the life of society. Fortunately, situations are provided which help the child in this process of growth; the family, the play group, schools and other institutions, friends and companions—all provide opportunities for learning.

GROWING IN THE FAMILY

(4 to 6 Periods)

The home is of supreme importance in the life of every child. At first it forms his complete world, and, although his interests and affections will later extend beyond, it remains the secure and lasting centre about which his extended relationships are organized.

Factors in the Family Influencing Child Development

Families differ greatly, as the following illustrations show.

The Green family has, besides the parents, three boys, aged 10, 7, 5, and little Mary, who is only 1. Mr. Green works in a branch of a bank, and Mrs. Green has her hands full with her home and garden, care of the children, and one day a week at the Red Cross. The Green family has plenty of fun: half the children on the street play baseball in their back yard, with Mr. Green sometimes refereeing. They often go on picnics together and to church. Birthdays are occasions for celebration, and at Christmas they have a tree which everyone helps to decorate. Each has his own jobs to do: the older boys cut the grass and shovel the snow and look after their own toys and bicycles; David, the five-year-old, helps to set the table and is proud that he can dress and wash himself fairly well. Mr. Green likes fun except when he is reading his paper: he then sometimes gets rather cross if the boys become too noisy. Everyone likes Mary: her mother says that her dad spoils her, but they both agree that she is to be brought up in the way that is best for her, and they take trouble to see that she is comfortable and happy. They organize her feedings, sleep, and playtime in the way best suited to her needs and to the convenience of the household. Already they think of her not simply as a baby but as an important member of a very happy group.

The Brown family consists of Mr. and Mrs. Brown and John, aged one. Mr. Brown is wealthy and very busy, and Mrs. Brown is quite active in all

sorts of women's organizations. Mrs. Brown finds John rather an inconvenience because he sometimes interferes with her meetings and other social activities, but she is determined that he shall be brought up properly, and she has a multitude of charts and feeding schedules which she requires the nurse to follow. Mr. Brown does not see John much because he is so busy. He is likely to say to his wife, if the baby cries at night: "Can't you make that kid shut up? You might learn how to bring a kid up properly." Sometimes, however, when he brings his friends home after golf, he insists on bringing John in to show what he can do. If John fails to perform properly his father gets a bit angry. He shouts at him rather loudly, and when John begins to cry he says: "You see, fellows, why I think I'll go and live at the club."

Activity

Drawing on your knowledge of families with which you are acquainted, write a description of a family consisting of the parents and four children. Give such basic information as: the work in which the father is engaged, the ages of the children, the kind of house and the type of neighbourhood in which they live. Give examples of activities which the family share together. Describe the relationships which prevail among the children—those that play together and those that have little in common. Indicate problems that the family encounter and the methods employed in solving them.

Discussion

With the help of the descriptions of the Green and Brown families as well as the students' general knowledge of family life, discuss those factors within the family circle which influence a child's development. The following topics may be considered:

(1) The atmosphere of the home. Is it happy, friendly, cold, troubled?

(2) General relationships among its members. Is there affection, companionship and co-operation, or indifference, friction and disregard of others' interests?

(3) Family interests and activities. Are these largely found within the home (books, garden, workshop, companionship) or are they found chiefly outside the home?

(4) Parental attitudes. Are the parents affectionate or indifferent, consistent or inconsistent in discipline, reasonable or unreasonable in discipline, ready to make allowances for individual differences or insistent on conformity to a fixed standard?

(5) The rôle expected of the child. Is the child's life affected by such conceptions as those implied in the following phrases: "the responsible eldest," "the cute little girl," "the funny kid," "clumsy Tom"?

(6) The position of the child in the family. Compare the boy of ten who is the youngest in the family, but who has three older sisters, with the boy of ten who has only one sister, five years old.

(7) Attitudes of children to one another. What is the reaction of the older child to the new baby? How is he affected by his admiration of an older brother or sister? By his jealousy of other members of the family?

References

Jersild, Chapter VI.
Mowrer, Chapter VII.
Reynolds, Chapters III to VII.

Some of the Things the Child Learns in the Family

Although the infant at first is interested only in himself, through the family he becomes aware of people and develops attitudes and feelings toward them. He establishes a bond of affection for his mother, or whoever else is mainly interested in his care: he is fond of his father: he is perhaps a little frightened of his older brother, who sometimes teases him. Later on he may be jealous of the new baby, who seems to displace him in the family's affection. Development of basic social and emotional patterns occurs within the family, and to the extent that the child feels accepted by the family and secure in it he will develop a friendliness toward people in general and confidence in their good intentions toward him.

It is mainly in the family that the child develops not only social attitudes but social behaviour and the beginnings of co-operation. As he grows from infancy, life ceases to revolve about his needs; to an ever increasing degree his desires are made to harmonize with the desires of the family as a whole. He will not always be fed when he is hungry, nor when his schedule requires; his meals will be planned to harmonize with the routine and convenience of the household. In this way his immediate needs become socialized.

Although the family is primarily a social organization, it is under family care that the child acquires those personal habits essential to physical growth and health. If the training is sound, he will develop good habits of eating, sleeping and elimination. He will learn to care for his own person, giving proper attention to cleanliness and neatness.

Without the personal, social, and emotional habits acquired in the home, the child would be poorly prepared for the more complex life of the school, and he would lack a sense of organization and feeling of security.

Some Difficulties Which Retard a Child's Development

No family is perfect: each makes its mistakes in the rearing of its children. Parents do not achieve by the mere fact of parenthood a full-blown and perfect capacity for the care of children; they must learn. Many of the mistakes, however, can be quickly remedied where there is an intelligent desire to remedy them and where there is basic affection among the members of the family.

Over-protection. One rather frequent mistake in bringing up the child grows out of the parents' honest desire to do their very best for him and to protect him from all unpleasantness and harm. All the baby's activities assume enormous importance and he becomes at all times the centre of attention. He must exhibit his accomplishments to the visitor in the home and listen to proud recitals of his achievements. He is never allowed to get himself dirty or to play with "those common children down the street." Naturally, he becomes self-centred and, as he grows older under this treatment, satisfactory relationships with other people become increasingly difficult.

Neglect. Some children are simply neglected children. A child may be neglected because his parents have so many other children and so little money

with which to provide for them. On the other hand, a child may be neglected because his parents are wealthy and cannot bring themselves to take time from the enjoyment of their social activities to give him the personal attention he needs. The neglect that comes from wealth may be quite as damaging as the neglect that comes from poverty: a child can starve for lack of affection just as surely as he can starve for lack of food. The child brought up in indifference will later experience difficulties different in kind from those of a child spoiled by over-attention. Because he misses the early warm relationships which should prevail in the family, he may eventually find human contacts difficult to establish. Through a callous indifference to the rights of others, he may achieve a position of considerable worldly success, but this success will yield but a counterfeit satisfaction if it is unfortified by the warmth of human affection. Sometimes in his desire for the affection denied him in childhood, he will resort to all sorts of bizarre and devious means of obtaining it.

Inconsistency. A third difficulty develops from conflict among members of the family and inconsistency in their treatment of the child. The parents may have radically different opinions on many aspects of life, including the bringing up of children, and each may try vigorously to enforce his own views. The mother may believe that a child should be brought up according to the latest book on child psychology, while the father stands pat for the "good old-fashioned" methods. The mother may desire the boy to be neat and gentlemanly, to read books and play in the garden, while the father wishes him to be a "tough guy," the future mainstay of the college football team. Because of this inconsistency, the child has no settled idea of what is expected of him. He is confused and hesitant about doing anything for fear that he may be wrong and displease one or other of his parents.

Families are important—they provide the first soil in which children grow —and out of life in the family there develops patterns of acting and thinking which enable a child to play its part, at first in the family, and later in the world beyond the family group.

Discussion

(1) What do you think of the Aldrich (radio) family?

(2) What are some of the everyday difficulties of a family?

(3) What would an ideal family life be like?

(4) It has been said that many social and emotional difficulties have their roots in early unfavourable family relationships. Describe certain difficulties of a high school student, or a character in fiction, and indicate their possible origin in childhood.

(5) The school, camp, and neighbourhood group have been referred to as providing opportunities for "a second chance." Do you know of examples where, in spite of faulty family life, persons have made a good later adjustment? How was it effected?

(6) What influence has the family in developing boys and girls who are referred to by high school students as: "clinging vine," "mamma's little boy," "sissy," "clown," "old battle-axe," "regular fellow," "the tops," "regular go-getter," "heartless brute," "prig," "baby," "little dictator"?

(7) Discuss in detail the factors of over-protection, inconsistency, and neglect as influencing the child's development.

(8) Why is the family at times referred to by public speakers as the "bulwark of the nation"? To what extent do you think the speaker's phrase an accurate one?

(9) No family is perfect. What sources are available through which families may gain more understanding about family life, relationships, and difficulties, and especially about the needs of children in the early years?

References

Jersild, Chapter VI.
Mowrer, Chapter VII.
Reynolds, Chapters III, VII.
Griffin, Laycock and Line, Chapter VIII.
Leonard and Miles, Part I, Division 5.
Leonard, Miles and Van der Kar, Part I, Division V.

GROWING IN THE PLAY GROUP

(1 or 2 Periods)

Even before the child is two, one may observe him sitting in his go-cart on the lawn enjoying the play of older children and chuckling with glee when they stop to speak to him. When first allowed to mingle with other children, he is probably more interested in his own activities than in theirs. Gradually, however, he begins to play with them. Because he has not yet learned to handle the more complex social situations of the play group and his language skills are insufficient for his needs, many difficulties may arise: fighting and crying, bullying or domination by an older child may occur. However, the play group has real values for social development; in it the child makes contacts beyond his family and with others of a like age and with similar interests.

To provide protection against the more serious difficulties, it is important that there be some adult guidance of the play group. Proper play equipment and safeguards against over-excitement are necessary. The young child should be allowed only short periods of group play: he should be given plenty of time to play by himself in order that he may not become fatigued by social stimulation nor become dependent upon it as his only form of recreation.

To enable children to obtain the benefits of the play group and avoid the dangers arising from them, nursery schools have been established in many centres. Here, under the guidance of trained supervisors, children are provided with a safe and healthy environment, with proper equipment for their growing physical and intellectual needs, and with opportunities for social contacts at levels which small children can master. Nursery schools have made a significant contribution to our understanding of children. Some of them have been used as research centres in which the pre-school child has been carefully observed. His activities, his contacts with others, his play and learning habits have been studied, thereby giving us greatly increased scientific insight into these important early years.

Activities

(1) Visit a nursery school or a wartime day nursery in your community. Write a careful report of what you observe.

(2) Observe a neighbourhood play group. What were the children doing? How many children were in it? What difficulties, if any, arose?

(3) If possible, keep a record of all the occasions on which a child between the ages of two and five cries during a period of a week or two. Try to classify them.

Discussion

(1) What are some of the values and disadvantages of the play group in the development of a child?

(2) From what you know about learning, do you think that some of the difficulties (quarrelling, excitement, etc.) arising in the play group are the result of expecting a child to learn how to act in a complex situation which is beyond his developmental level? Give examples and instances to illustrate.

References

Meek, Chapter VII.
Poppleton and Blatz.
Bernhardt, *Basic Principles of Pre-school Education.*
Leonard, Miles and Van der Kar, Part II, Division I.
Jersild, Chapter VII.

GROWING IN THE SCHOOL

(2 or 3 Periods)

The first day in school is a long-anticipated event for the small child. If he has grown successfully in the family and in the play group, he should be reasonably well prepared for the wider horizons of school life. The new surroundings, new experiences, new companions should stimulate but not confuse him. He will find there children of his own play group, books and materials similar to those already provided at home. The new opportunities and new problems should challenge rather than baffle him.

School offers opportunities for further growth and personality development. The child advances in socialization and grows in experience and interests. He begins to realize what it means to belong to a larger group and to have many of his actions shaped by that fact. He arrives at school at nine, not altogether because he wants to, nor because his teacher says that he must, but partly because it is "the thing to do." He learns to be reasonably quiet during work periods, not altogether because he likes being quiet, nor because the teacher enforces silence, but also because he learns that it is "the way things are done in school." Thus we see the germ developing of what we call "morale" —discipline through the recognition of the oneness of the group.

A good modern school is as much concerned with the child's development as a person as it is in teaching him reading, writing, arithmetic, and other

academic skills. There are three ways in which the school tries to help the child in his development. First, it provides teachers who understand children and their growth. In many schools pains are taken to help children who are shy, or over-aggressive, or show other forms of maladjustment. With home and school working in ever closer co-operation, the teacher and parent can pool their resources to help the child. In the second place, the school to an ever increasing degree uses democratic methods in the classroom and playground. Practice is given, as far as the school situation permits, in behaving as one will be expected to behave as a co-operative member in a democratic world. Finally, the curriculum is designed to help children to learn the skills necessary for living in a world of people.

Activities

(1) Observe, if possible, a kindergarten or first-grade group in school or in the schoolyard. What are they doing?

(2) If possible, help a kindergarten teacher for part of a day. What are some of the difficulties or problems you observed?

(3) Ask a small child about his school. Record carefully his account of his experiences there.

Discussion

Have the class read the introducton to the Program of Studies for the Public and Separate Schools of Ontario, also the introduction to the sections on Health, English, Arithmetic, and Social Studies. With these as a basis, a period may be spent in discussion of the following topics:

(1) How would you plan the first day of school for kindergarten children?

(2) Suppose you were a member of a school board that was hiring a kindergarten teacher. What qualities would you want her to have? Why? List them in order of importance.

(3) If you were organizing a small private school for children of five to nine years, what would your aims be and what program would you choose?

(4) We have learned that all children are different. If that is so, why do all schools teach all children to read, write, and do arithmetic? What other things should all children learn? Why should they learn them?

(5) If we desire children to learn to be co-operative, why do we have competitions? Are there any values in competition? Are there any dangers? How would you reconcile them? (A round-table discussion on this point is recommended.)

(6) What would you suggest doing about the child who always comes to school late, the child with whom others never play, the child who "acts up" in class, the child who bullies younger children?

(7) How do the following subjects help us to learn how to live in a world of people: English, History, Health, Arithmetic, French, Physics?

References

Griffin, Laycock and Line, Chapter IX.
Reynolds, Chapters III to VII.
Leonard, Miles and Van der Kar, Part II, Division I.

GROWING WITH FRIENDS AND COMPANIONS

(2 or 3 Periods)

By the time children are seven or eight, the informal play group may have developed into what is commonly known as "the gang." Although usually composed of children from one neighbourhood, it differs from the play group in being more highly organized and of a more permanent nature. It contains from four to ten or more children of about the same age, and is usually dedicated to some purpose. This purpose may merely be to have fun, or to make money, or to go on hikes. Sometimes there are officers, written rules, insignia, and secret rites. It is likely to be exclusive. The gang is common among children both of public school and high school age, but the purposes, form of organization, and activities change as the members become older.

The values of the gang in the social development of the child are that it frees him from exclusive domination by the family, gives him practice in sharing common purposes as a member of a group, fosters loyalty, and develops leadership.

The dangers of the gang are that the children who most need social experiences will be the very ones who are unable to achieve membership, that the gang may indulge in aggression against non-members, that projects embarked upon may be anti-social, that leadership may become domination by an older child, and that conflict may develop between the demands of the gang and the demands of the home and school. This conflict between family standards ("you must be in by seven o'clock") and gang standards ("we all stay out till eight") is in itself a necessary step in social development. The child must learn that different social groups make different demands, and he must decide between them. Camps, Guides, Scouts, church and community clubs are organizations which aim at retaining many of the values of the informal gang while imposing sufficient supervision to insure against the more extreme dangers.

Activities

(1) Write a report on a gang to which you belonged during public school. How many were in it? What did it do? What organization did it have? What insignia? What codes? What were some of the purposes?

(2) Describe a child ostracized by a gang. What was the reason for his ostracism?

Discussion

(1) What are some of the values and dangers of the gang to personality development?

(2) What would you do with a group of children that you knew were being mean or cruel to another child? What are some of the forms of meanness or cruelty which children from the age of six to twelve employ?

(3) How may organizations (camps, clubs, etc.) with adult supervision retain the benefits of informal gang experience and avoid some of the dangers? Is it possible that the adult supervision may become over-protective and thereby hinder the childrens' development? Do adults ever set up activities for the children which are less interesting than those of the gang itself, and therefore have to use compulsive measures to make the child do what he is supposed to?

(4) Discuss the purposes and program of some organization set up by adults for children from four to twelve years of age.

(5) How can the summer camp aid the development of the child?

(6) Discuss children's friendships. What benefits are derived from having "a best friend"? From a trio of children designating themselves by a common name, e.g., "the three musketeers"?

(7) The "telephone age" period in which a child will call some friend nearly every evening, although he has seen him an hour before, is often characterized by adults as "a waste of time because they talk about nothing." How do you explain this activity of children in terms of what you know about children?

(8) Discuss some actual examples of conflicts that arise because of what the family expects a child to do and what the gang expects of him.

References

Jersild, Chapter VI.
Reynolds, Chapters III to VII.
Furfey, Chapter X.

Adolescent Social Life

The family, play group, school, and gang lay the foundations for later social development. If the child's development in these groups is good, it is probable that his further socialization will be satisfactory. However, inadequacies at any of these levels are not irreparable. The child is always learning, and poor forms of social behaviour acquired at one level may, with proper care, be corrected at a later level.

Social life during adolescence follows the general pattern of development from self-interest to social interest. The adolescent will find himself a member of a number of groups with varied interests and purposes. He develops intimate friendships and begins to take an interest in the opposite sex. Altruism and a desire to improve social conditions often become a matter of real concern at this age. The young adolescent is usually impatient to make people happy and is keen on such projects as raising money for the poor or making up Christmas baskets. This interest can well be utilized in later high school years for the development and understanding of social conditions, and crystallized into a desire to play a worthy rôle as citizen.

Summary

Social development, as all development, is dependent on learning. The child will try many forms of behaviour in his social contacts, and will select and retain those forms which bring him satisfaction. It is therefore imperative in dealing with children to see that desirable forms of social behaviour bring satisfaction and that undesirable forms do not.

IV. HELPING THE CHILD GROW

(9 Periods)

DEVELOPING BASIC PATTERNS THROUGH ROUTINES

(2 Periods)

Eating, sleeping, elimination, exercise, and general bodily comfort are the infant's primary needs. The manner in which we take care of these needs is known as the baby's routine care. With the help of our training, the child develops regularized habits with respect to eating, sleeping, bathing, and using the toilet. These habits are the means of successful adjustment in maintaining bodily comfort and health and in social living. It is a two-way adjustment: the baby needs to adjust his primitive needs to the social customs of his kind, and we who care for him must adjust our programs to his individual needs. The successful development of adequate habits brings to the child a sense of personal well-being. These habits are the first means through which he exercises his growing independence, self-reliance and responsibility. They are the background for his social relationships: if his training proceeds with gentleness, with understanding, and with consideration for his feelings and desires, the foundation is being laid for a happy, healthy attitude toward people.

Eating

The infant's schedule is a compromise between his own urges and the convenience of the household. His hunger pangs assume a certain regularity—with some babies about every four hours, with others about every three hours—and the mother can build a baby's day of eating, sleeping, and bathing around this natural rhythm. A definite daily plan will provide a reasonable regularity that contributes towards a feeling of security, comfort, and friendliness, and it will prove a time saver for the mother. It should, however, be flexible, carried out with common sense, and subject to exceptions when the need for exceptions arises. Holding the infant in the arms when he is being fed provides a feeling of security and warmth that makes mealtime enjoyable. His feeding should be discontinued when he indicates he has had enough: attempts to force more upon him than he desires only builds up resistance. As he grows older his peculiar likes and dislikes should be considered, and a new food should be introduced gradually and in small amounts. As he is ready for them, a wider range of eating utensils should be offered to him—spoon, cup or glass, fork, knife and fork—but they should not be forced upon him. First completely fed, then helping, perhaps with a second spoon to supplement his mother's efforts, soon he is largely feeding himself, and his mother helps him only when he is too tired or hungry to do it properly. Finally he eats without assistance. "Table manners" come later and are learned chiefly through the example of older members of the family. The development of table manners should not be unduly hastened as it may interfere with the primary job of eating.

Sleeping

Children vary in the amount of sleep they need. Many month-old babies sleep eighteen or twenty hours out of the twenty-four, while others sleep as little as fourteen. As the child grows older the amount of sleep needed decreases, but all young children require a long night's sleep and one or more

rest periods during the day. Sleep habits during the first year of life are tied in with the baby's mealtimes. Hunger wakes him, and the relaxation that follows eating induces sleep. As he grows older he becomes accustomed to the sleeping hours that are set for him by his family.

A discussion of aids to sleeping will bring out the following points: (1) regular bedtime hour; (2) active outdoor play during the day; (3) peaceful, quiet play just before bedtime; (4) sufficient food for supper; (5) dark, quiet, well-ventilated room; (6) enough, but not too many, covers: some babies like to be tucked in, others do not; (7) release from anxieties: bedtime is not the proper time to administer a scolding or reveal a disappointment; (8) loving and unhurried good night.

Elimination

The organs for elimination of waste products from the body are well formed in infancy. The lungs and skin take care of part of the elimination; the bowels and urinary systems are the other important channels for ridding the body of waste. Eventually the child learns to eliminate only when he is on the toilet. This one thing is a great deal for him to master, and it may require altogether four or five years. We must remember that attempts to hasten this training can do harm by provoking feelings of confusion and frustration.

The procedure is to study the baby's routine of bowel movements, and when this assumes a certain regularity, when the stools are formed and the child can sit with support, it is time for the training to begin. He is placed on the toilet chair at intervals that correspond to his natural rhythm. When he has learned to respond to the toilet for bowel movements we should continue with bladder training. Again, by careful study of the frequency of urination, we can anticipate the infant's need with some success, although at first it will be found to be irregular. At one and a half or two years the child should begin to indicate his need by some sound or word, but we cannot as yet trust him in this completely. Day control comes before night control, and there are many ups and downs in the curve of learning. It is important that the adult be patient. Encouragement and praise will help, but any suggestion of disappointment, or any punishment when failures occur, is to be avoided.

Washing and Dressing

All children get dirty. It is unnatural and virtually impossible for them to stay clean. Sand, water, and mud have a fascination for them, and food has a tendency to find its way to places other than their mouths. How much cleanliness is needed for health? One bath a day, face and hands washed before meals, and hands washed after the toilet should take care of his needs. Children love water, and bathtime should be enjoyable: with water at moderate temperature and time to splash and kick about, it should be a period of fun for both mother and child. Having a two- or three- or four-year-old child wash himself is usually more trouble for the mother than if she does it for him: but it is more fun for the youngster and is valuable in developing his self-reliance and sense of achievement. Besides, he is less likely to resist if he is permitted to do things himself. By the time he is four or five he should be practically able to bath himself with some slight assistance. We must not be discouraged, however, if even at eight or nine we find it impossible to get him to wash himself entirely clean. Later he will develop an interest in doing it properly.

Dressing and undressing should be fun too. A child should be encouraged to help himself to the extent of his ability when he is interested and enthusiastic. When he is tired or hungry or in need of assistance someone should come to his aid.

Activities

(1) Plan a way to adapt the ordinary family bathroom to the needs of a three-year-old.

(2) Design a dress or suit that will encourage the four-year-old to dress himself.
(3) Plan, prepare, and supervise a meal for a young child.

Discussion

(1) A mother and child must share one room. How would you ensure satisfactory sleeping conditions for the baby, for the mother?

(2) How would you guide the fifteen-month-old baby who wants to feed himself but whose co-ordination is inadequate?

(3) What would you consider satisfactory eating habits for the eighteen-month-old, the six-year-old, and the ten-year-old child?

(4) What should be done in the case of the ten-year-old child who rushes off to school without his hat and rubbers in cold and stormy weather?

(5) What should be done in the case of the eight-year-old child who is always late for breakfast?

(6) What are the important considerations in arranging a good bedtime routine for a two-year-old, a five-year-old, and a ten-year-old child?

References

Aldrich, Chapters VII, VIII, IX.
Meek, Chapters III, IV, V, VI.
Wolf, Chapters I, II.
Jersild, Chapter III.

DEVELOPING INTERESTS AND SOCIAL LIVING THROUGH PLAY

(3 Periods)

Play occupies a supremely important place in the life of a child. It is the chief means by which he learns about things and people, and even about himself, in a world which at first is entirely strange. It stimulates activity and promotes health: it is pleasurable, and through it the child becomes interested, busy, and happy. It establishes a foundation for work and for recreational life. Through play the child develops a sense of discrimination, motor co-ordination, and skills. It promotes initiative, creative ability, and concentration, and fosters the use of ideas and imagination. Play enables children to experiment not only with the tangible universe, but with their relationships with others and with the inner world of their own feelings. It opens avenues by which they can give free scope to those emotions and desires which do not readily find expression in the course of daily living, for a make-

believe world presents no barriers. In the later years of childhood, team games and sports, creative construction, enjoyment of music, books, and pictures serve as useful and successful outlets for feelings of aggression and the need for progressive achievement. In subordinating his own interests to the interests of his group, a child receives valuable experience in co-operation.

Play for the Baby

The normal baby exercises his body constantly while awake, and for this reason he should not be so swaddled with clothes that his movements are restrained. Bathtime is an ideal time for play and exercise, and as the baby grows older the period from four to five-thirty in the afternoon provides an appropriate opportunity for the use of toys and for social play with other members of the family. Toys should be very simple. Such things as rattles, rings, tin cans, small boxes, and clothes pegs are more appropriate and usually more highly prized by the infant than the more complex and expensive toys that catch the father's eye at the toy counter. Lap games such as "peek-a-boo," "pat-a-cake," and "this little pig went to market" delight the child and will stand countless repetition.

Play for the Young Child

Freedom and safety are two essentials in planning the play life of a child. When he begins to move about he needs, both indoors and outdoors, a firm (not soft) clean surface for creeping. Certain limitations on his activities are necessary both for his own security and the protection of property. The gated verandah or the enclosed yard provide freedom with safety. Unnecessary restraints, prohibitions and nagging retard his development. Such materials as blocks, sand, plasticine, crayons, which provide for creative activity, are important, and opportunities for singing and rhythmic play are valuable. Activities in which the child participates and is not merely a passive onlooker are of educational as well as recreational value.

Play for the School-Age Child

The play of the school-age child extends over a wider area. He visits the homes of his friends and travels to more distant points in the neighbourhood. There should be provision for advanced creative activity. Stories, dramatics, music and dancing, games, excursions, hobbies, and reading, all play their part. Most modern schools make reasonably adequate provision for play, treating it as part of the educational routine.

Learning to Play Alone

Every baby and child needs to spend a reasonable portion of his waking time alone: constant attention by an anxious adult retards the development of resourcefulness and self-reliance. It must be borne in mind, however, that the attention span of the young child is limited. He cannot be expected to play for a long period in a constructive fashion without an occasional change of toys or an adult's suggestion of change in activity. Encouragement of the older child's desire to follow chosen hobbies will contribute towards developing his self-reliance: prohibitions and ridicule leave discouragement and feelings of frustration.

Playing with Other Children

Some babies are by temperament more inclined toward social behaviour than others, just as some adults appear by nature to be gregarious while others are happiest when alone or with one or two chosen friends. Irrespective of native temperament the child needs some opportunity to associate with others. Through play with his contemporaries he learns the rules of life: how to hold his own without at the same time imposing on others, how to win and lose with equal grace, how to accept life's bumps with equanimity. Initiative and leadership as well as co-operativeness are encouraged through group play.

Balance

It is desirable throughout life to maintain a proper balance between the enjoyment of one's own company and the enjoyment of the company of others. He who is by nature solitary should strive hard to cultivate an interest in others; he who tends to be completely dependent on others for his enjoyment should cultivate his own inner resources.

Activities

(1) Arrange a toy exhibit. Have each student bring the favourite toy of some infant or child of his acquaintance. Include as many home-made toys as possible. The teacher may need to supplement the collection with some toys of her own choosing.

(2) Plan a play-yard for children from two to five years of age.

(3) Plan, and if possible supervise, one of the following: (a) a hike for a small group of school-age children; (b) a birthday party for a group of nine-year-olds; (c) an excursion to a fire hall, ferry boat, or some similar point of interest for a small group of six-year-olds.

Discussion

(1) What play activities are appropriate for the year-old, the two-year-old, the four-year-old, the seven-year-old, and the ten-year-old child?

(2) What materials are needed for each activity suggested above?

(3) To what extent are each of these activities stimulating, constructive, and creative?

(4) Which are suitable for solitary play? Which promote co-operative play? Which are chiefly competitive?

(5) Which encourage large muscle activity, finer co-ordinations, strenuous running about, or quiet, thoughtful play?

(6) Which require adult direction? Which encourage initiative and planning on the child's part?

(7) Subject to the time available and the particular interests of the class, the following topics may be considered in detail:

(a) Games for each age level.

(b) Books and story telling for various age levels. (The child's participation in the story telling is important.)

(c) Music, rhythms, "acting out" songs, singing, home-made instruments, dancing.

(d) Painting, drawing, finger painting, plasticine, clay modelling, carpentry, carving, paper folding.

(e) Puppets.

References

Alschuler and Heinig.

Kawin.

Wolf, Chapter VII.

Jersild, Chapters XII, XIV.

Meek, Chapter VII.

GUIDING EMOTIONAL EXPRESSION

(2 Periods)

Like everything else about the child, his emotional life is at first very simple, direct, and immediate. It is only as he matures that through life's varied experiences his emotional patterns become richer and more complex. Emotions play an important and useful rôle in life. It should be our aim so to guide their development that they will work toward life's enrichment. There are many emotions. Authorities are in agreement neither with respect to their number nor with respect to their classification. We shall consider here, briefly, a few which play important roles in the child's development.

Love

The child must both receive and give affection. It enriches life, and development flourishes only where it is present. In the beginning, the infant shows affection only for those who are responsible for his care, but gradually this extends to those who share everyday family experiences with him, and eventually broadens to those with whom he works and plays. With his growing understanding of others, the child becomes capable of greater companionship and more affectionate relationships within the home; but he should be expected and encouraged to develop, as well, close relationships with those outside. Breaking away from the exclusive relationships with mother and father is one of the great and necessary steps in every child's growth.

Anger

Anger is natural and universal, appearing in situations in which an individual meets obstacles to his desires. Properly controlled and directed, it may lead to greater achievement; if uncontrolled, learning and achievement are jeopardized.

In infancy and early childhood, anger is largely immediate and uncontrolled. A child cries readily, and almost inevitably passes through a period characterized by temper tantrums. As he grows older he should learn that uncontrolled temper and rage are futile. He can be taught to control his anger by showing him that displays of temper will not get him what he desires, by eliminating such unnecessary causes for temper as over-tiredness, hunger,

teasing, excessive demands and frustrations, and by providing through active play reasonable channels for the working out of feelings of aggression.

Fear

Fear occurs wherever there is a feeling of inadequacy to deal with life's situations. Fear is common to us all. We need feel no shame in experiencing fear in situations which genuinely threaten us. The bravest soldier knows fear, and if he is honest he will admit it. Bravery consists in going on in spite of fear. Fear must be properly controlled. Loss of control, as in terror, terminates all rational behaviour. If the child is beset by fears and conflicts, his life becomes a haunting misery, yet he must develop sufficient caution to ensure his survival amid the world's dangers. An infant is frightened mainly by loud noises and by sudden handling, but later his fears extend to fear of strangers, fear of fantastic dreams and stories, and a feeling of apprehension in strange and difficult situations.

Fear can be decreased in the child by giving him an example of courage, by teaching him caution without arousing fear, and by preparing him to meet new and unexpected situations with certainty. He should never be threatened with fearful consequences nor subjected to terrorizing experiences. He should be introduced to exciting programs and stories only when he is able to accept them without disturbance.

Jealousy

Jealousy is somewhat similar to anger and is aroused in a child when he feels that another is preferred to him. It must be accepted as both common and natural, and an accompaniment of the process of growing up in a family. The child should be led to face his jealousy squarely and to learn that the sharing of attention and affection does not jeopardize his security. The young child shows his jealousy by frequent outbursts of temper or by regression to habits of infancy; the older child may resort to bullying, teasing, or sulkiness.

Jealousy may be controlled by avoiding favouritism, by showing appreciation for achievement, by keeping the child's responsibilities in line with his capacity for achievement, by avoiding the use of comparison and competition to stimulate effort.

Joy

Joy is expressed originally as childish glee. It becomes a part of the child's personality, appearing as a happy, cheerful attitude to life. It can be fostered by ensuring physical well-being, by providing opportunities for interesting effort and achievement, and by maintaining happy social relationships. When there is a tendency for joyous expression to become uncontrolled excitement, it should be directed into useful and acceptable activities, and the child guided into quieter behaviour.

Discussion

(1) What are some of the common fears of children and how may they be avoided?

(2) How may we deal with such emotional difficulties as temper tantrums, sulking, over-sensitiveness, and feelings of disappointment?

(3) Why is it desirable to respect and encourage the child in his affections, enthusiasm, and joys?

(4) How would you help a four-year-old boy who is jealous of his baby sister?

(5) What are some of the causes of an excessive demand by a child for a demonstration of affection? How would you help a child who showed this tendency?

(6) What are some experiences which the one-year-old, the four-year-old, or the ten-year-old child will welcome with enthusiasm? Can you think of some that are common to the three ages?

(7) What would you suggest as occasions for joyous activity within the circle of the family?

(8) Is courage freedom from fear?

References

Jersild, Chapters VIII, IX, X.

Wolf, Chapter IX.

Meek, Chapters VIII, X.

ACHIEVING DISCIPLINE

(2 Periods)

Discipline grows out of interest in the child and affection for him. To be sound it must be based on mutual respect and consideration. Showing consideration for the child's expressed desires is as essential as teaching him consideration for the desires of others. Discipline is a teaching process whereby the child is guided to socialized living, to independence and self-discipline, and finally to a sense of responsibility for the welfare of others, his community, his nation, and ultimately the world at large.

In aiming toward the goal of self-discipline it is necessary that reasonable restrictions be imposed on the child's activities. The goal can never be attained through unlicensed freedom. Living in a world of people demands that the child submit to the rules set up for the benefit and enjoyment of society as a whole. He must learn, for example, that his own toys and not his mother's best china dishes are his proper playthings. Children need discipline; without it they are uncomfortable and in constant inner conflict. An uncontrolled child is likely to be quite as unhappy as the child who is over-controlled. Requirements should be reasonable and adjusted to the growing child's level of maturity. They should be consistent; a child feels more secure if he knows what to expect. Consistency, of course, can never be absolute. Inevitably, occasions will arise in which particular circumstances compel exceptions.

Control should be progressively relaxed as the child gives evidence of ability to exercise his freedom wisely: we can never expect to arrive at the goal of self-discipline if the child is given no experience in the use of freedom. Responsibility is gradually shifted to the child by giving him, as he matures, opportunities to choose the direction of his behaviour in constantly widening areas. Of course he will make mistakes, but he will learn to avoid further mistakes through experiencing the reasonable and just consequence of his behaviour. Vindictive measures have no place in the disciplinary process.

Reasoning will often clarify a situation, whereas arguments, nagging, and the use of threats will result only in confusion and bewilderment.

Much depends upon the adult's manner. He will succeed best by adopting a quiet, matter-of-fact approach that suggests the expectation of compliance. Guidance is preferable to dictation, firmness preferable to severity. Almost inevitably, of course, children will at times become unco-operative, or angry, or sulky. These attitudes should be accepted without resentment or personal pique, and the child should be guided toward more acceptable modes of behaviour. Among the most important requirements in those who have the responsibility for guiding discipline are a sense of humour and a sense of proportion. The ability to laugh will carry one over many a difficult situation. Success with children depends on enjoyment of them and sympathy with them, whether they are unattractive or whether they are pretty, whether they are forlorn or whether they are happy. A child learns best from those who are fond of him and are interested in him. Sound and responsible character in children does not come so much by early training in an arbitrary fashion as by enabling them of their own free will to forego their early egotistical and primitive wishes through affectionate contacts with adults who themselves strive for and practise civilized living.

Discussion

(1) What are the dangers which arise from frightening a child into obedience?

(2) Why is it undesirable to shame a child?

(3) How can a three-year-old be directed toward co-operation and responsibility in his eating, dressing, washing, and play?

(4) What responsibilities should be assumed by a child who has reached school age?

(5) What methods of discipline have you seen parents use in the street car or in the park? In what respect are these adequate or inadequate? How would you deal with unsatisfactory situations which you have observed?

References

Wolf, Chapter III.
Jersild, Chapter VII.
Aldrich, Chapters X, XI.
Meek, Chapter IX.
Bernhardt, *Progressive Discipline.*

V. SECURITY, THE GOAL OF CHILD DEVELOPMENT

(3 Periods)

Development can proceed only as the child feels himself to be secure within his world. Security is the outcome of happy feelings of adequacy in all life's aspects. Balanced development brings security, and security brings further development.

Here is Jimmy, running to meet the visitor and greeting her with a friendly smile, eager to try out the new bicycle, willing to begin all over again when the plane he is assembling falls apart, or accepting a change in the home schedule with reasonable equanimity, sure that somebody loves him very much and that others are at least kindly disposed towards him.

And here is Fred, running to hide from the visitor, reluctant to ride the new bicycle, giving up in despair when the plane falls apart, or unduly disturbed by changes in the home schedule, doubting whether anyone really loves him, suspicious of the intentions of others, resisting the demands of his teachers and inclined to withdraw into a world of fantasy.

The above pictures may be extreme, but the patterns are suggestive. Through his confidence, serenity, ease of adjustment, persistent effort, and willingness to seek out and deal with the world of things, Jimmy is expressing his sense of security. Through his ineffectiveness, apprehension, negativism, reluctance to take the initiative, readiness to give up easily and to withdraw from the world of reality, Fred is revealing a sense of insecurity.

Some experiences contribute toward a growing sense of security, while other experiences tend to endanger it. In providing for the child's best development we should help him to make use of as many experiences as possible which are constructive, and we should help him work through, with as little hurt as possible, those experiences which are potentially harmful. A discussion of these experiences will serve as a review of the course and as a means of emphasizing a point of view that should contribute toward the greater security of the children of generations to come.

EXPERIENCES ENDANGERING SECURITY

Lack of Normal Affection

The unwanted or neglected baby, or the baby receiving excellent physical care untouched by affection and kindness, is deprived of a sense of security where he should first find it. A feeling that he is being neglected, and that he is competing on unequal terms with his brothers and sisters for the attention and affection of his parents, makes a child unsure of himself and doubtful of his own worth.

Unstable Relationships with Others

Inconsistency in the attitudes and demands of the two parents makes for confusion in the child's mind. Over-emphasis on personal approval or disapproval with no regard for actual merit gives a child a false sense of values. Feelings of jealousy and rivalry set poor patterns for the child's wholesome development. Lack of companionship with others of his own age deprives a child of the best opportunity to acquire a wholesome "give and take" attitude and makes him unsure of himself in his relationships with others.

Feelings of Inadequacy

Repeated failures, unbroken by success, lead to feelings of discouragement and inferiority. Great harm is done by continually setting before the child goals which are beyond his capacity to achieve. We must not, however, go to the opposite extreme of setting no goals which challenge his ability: it is a matter of striking a reasonable balance. By nothing else will a child's feeling of adequacy be fortified so much as by his ability to take his place in the life of his group, and we should help him to acquire any wholesome skills which the group demands and praises.

Lack of Opportunity to Develop Self-reliance

Pampering and over-solicitude by parents produces a feeling of dependence on others and prevents the child from becoming secure in his own right. Frequent and prolonged illnesses tend to exaggerate the child's dependence unless his convalescence is carefully handled. Being forced into too early independence is equally damaging: too many failures and frustrations harm his self-confidence, engender hostility, and lead to a weakening of emotional direction and control.

EXPERIENCES CONTRIBUTING TO GROWING SECURITY

Fulfilment of the Need for Affection

From his first days the infant's repeated discovery that his mother will continue to nourish and protect him gives him an assurance that he is safe in this unfamiliar world. He must feel as he grows older that he is loved for what he is, not just for what he does, and that he can make mistakes in measuring up to adults' standards without endangering forever his place in the affection of his parents. He must feel that his needs, interests, and achievements are taken seriously by others and that he has an individual contribution to make which is desired and appreciated.

Stable Relationships with Others

A child must feel that he belongs in the family, among his friends, to his school. Trust and respect for adults and older children and being trusted and respected by them in turn contribute towards his sense of well-being. A girl who can admire and imitate her mother and can feel that she has her father's affection and admiration will be content with her rôle as a woman. The affectionate companionship of his father will help a boy develop manly attitudes. Varied wholesome relationships with his contemporaries are essential if he is to progress properly in his social development.

Feelings of Adequacy

The child must experience achievement, day by day, if he is to feel capable and effective. This does not mean that there must be no failures; occasional failures are inevitable in life: the important thing is the development of a positive attitude toward them. Properly handled, each failure can be made a forward step in the learning process, leading toward further effort rather than toward humiliation. Wherever possible the failure should be considered a failure of the activity rather than a failure of self. Feelings of adequacy are promoted by the achievement of a reasonable degree of control over the physical environment.

Attainment of Self-direction and Self-control

As a child grows older he progressively gains experience in the exercise of initiative. As he learns to make decisions and carry them through, he develops a self-reliance which contributes to his growing sense of security. Successful experiences in facing and mastering fear, jealousy, anger, and other warping emotions promote a feeling of self-confidence. The development of a feeling of freedom in the expression of affection, appreciation and other positive emotions contributes towards the same end.

The Development of a Realistic Attitude

The willingness to face and accept facts is essential in the building of any true security. Our security, as adults, lies in knowing the truth and facing it squarely and, on the basis of our knowledge, directing the future. Prime Minister Churchill succeeded in building morale in wartime Britain, not by promising safety and ease, but by offering "blood, toil, tears and sweat." Our children should be taught to face the problems, failures and responsibilities of their home, their school, and their play life in a realistic manner. It is from realism that a sense of proportion and ultimately a sense of humour develops. In the ruined front of a London shop, bombed in the German blitz, a proprietor had hung a sign "Open for Business." The owner of the even more seriously ruined shop next door went one better with the sign "Still More Open for Business." So in life's realities humour can be born, and through a sense of proportion there develops a security which is founded on truth.

Activity

Describe incidents which you have observed in the relations between an adult and a baby or child which have revealed the baby's or child's sense of insecurity.

Discussion

(1) Using the incidents described under Activity, discuss the following:

   (a) Were the incidents recognized as evidence of the child's sense of insecurity or were they interpreted more or less as perversity?

   (b) How did the adult handle the situations? Was the child reassured or was his sense of insecurity increased? What other methods might have been adopted?

   (c) What effect did the child's behaviour have upon the adult?

(2) What are some of the things that make a year-old child feel insecure with a visitor?

(3) What are some of the things that may disturb a child during the first day at school? How can his parents, his teacher, and older boys and girls help him?

(4) What can we do to help a ten-year-old child whose constant complaint is that other children will not play with him?

(5) In what ways can skills help to make a child socially acceptable?

(6) How can we prevent a child from developing an excessive fear of failure?

(7) How would you manage the period of convalescence of a six-year-old so as to prevent the development of over-dependence?

(8) How can the older brother or sister contribute to the young child's security without spoiling him?

(9) Pain is one of life's realities which must be accepted. How can we, day by day, help a child toward such acceptance?

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Parents' Magazine. Parents Institute, 52 Vanderbilt Ave., New York. Monthly. $2.00 yearly.

Understanding the Child. National Committee for Mental Hygiene, 111 St. George St., Toronto. Quarterly. 50c. yearly.

Films

Information regarding films suitable for use in this course may be obtained by writing to the Visual Education Branch, Department of Education, Queen's Park, Toronto.